DOCUMENT RESUME

ED 252 368 RC 015 133

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TITLE Beyond Wilderness Skills: Education for Individual and Group Development.
PUB DATE Apr 84
NOTE 20p.; Paper presented at the Annual American College Personnel Association Conference (Baltimore, MD, April, 1984).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adventure Education; Educational Objectives; *Educational Theories; Higher Education; Nontraditional Education; *Outdoor Activities; Outdoor Education; *Program Content; *Staff Development; *Student Development
IDENTIFIERS *Wilderness Education Programs

ABSTRACT

In recent years, an increasing number of educators have opted for non-traditional programs that afford students opportunities that traditional classroom experiences do not. Many educators are utilizing the wilderness environment as a means of providing students and staffs with an experientially-based developmental program. Activities such as rock climbing, rappelling, backpacking, and whitewater rafting serve as the teaching medium to promote personal development and increase students' understanding and application of group process skills. The purpose of this paper is to provide a comprehensive explanation (grounded in educational theory) of why and how to develop a wilderness program as a part of staff and student development activities. Stetson University's program, "The Staff Wilderness Adventure Trip," is used as a case example and describes how the Department of Residential Life's upper level staff (14 persons) participates in a fall, 5-day staff adventure trip to the north Georgia mountains and South Carolina's Chattooga River. Appendices provide a chart on the theory of challenge/response; a synopsis of the activity schedule; a list of activities in which participants were involved; general and specific objectives for the planned activities; and evaluation responses from residential life staff members who participated in the staff wilderness adventure program. (Author/ERB)

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BEYOND WILDERNESS SKILLS:

EDUCATION FOR INDIVIDUAL

and

GROUP DEVELOPMENT

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In recent years, an increasing number of educators have opted for non-traditional programs that afford students opportunities that traditional classroom experiences do not. Many educators are utilizing the wilderness environment as a means of providing students and staffs with an experientially-based developmental program. Activities such as rock climbing, rappelling, backpacking, and whitewater rafting serve as the teaching medium to promote personal development and increase students' understanding and application of group process skills. The purpose of this paper is to provide the reader with a comprehensive explanation (grounded in educational theory) of why and how to develop a wilderness program as a part of staff and student development activities.

BEYOND WILDERNESS SKILLS:
EDUCATION FOR INDIVIDUAL AND GROUP DEVELOPMENT

INTRODUCTION

Colleges find today's students to be information rich and experience poor. This is due to the impact of the current electronic age, as well as the unparalleled affluence in our society. Education, as we know it today, must respond to this situation.

In Where Colleges Fail (1967), Nevitt Sanford argues that colleges fall short when they treat the student as less than a person. He suggests that college should help to change the individual, to broaden one's experiences, and to give one a new sense of identity. These changes occur only where education is seen as a wholistic encounter, dealing not only with courses and examinations, but also with definite opportunities for students to experience life. Sanford goes on to say, in Learning After College (1980), that what is needed is an education which concentrates not so much on the supposedly straight-forward process of imparting facts as on developing the person. To this end, the college that educates students for citizenship in the world of tomorrow must plan to use all of its resources for this purpose. The basic educational enterprise, as it stands, should be studied with attention given to how its many facets contribute to individual development. According to Sanford, "the time has arrived for us to control our zeal for imparting knowledge and skills, and to concentrate our efforts on developing the individual" (1980, p. 29). He goes on to say that "general education has been defined on occasion as what remains after the content of the courses is forgotten or is out of date" (1967, p.10).

Training programs have been improved by the addition of visual aids, role-playing exercies and the like, but seldom do they involve our physical and emotional selves to any appreciable degree. To borrow a phrase from Outward Bound, a well-known wilderness program, "have we not learned as much in the schoolyard as we did in the school?" A major weakness of traditional training is that it is theoretical - or at best "simulated reality" (Outward Bound).

Research has shown that the more our senses and our selves are involved in an experience, the more vivid and long-lasting the learning will be. Hence, the best educational methods deal with the cognitive, psychomotor and affective domains. This becomes a learning process which involves the total person and is therefore grounded in reality. It goes beyond analytical thought toward physical action. It goes beyond action toward human emotion. It goes beyond emotion toward learning of the most vital kind (Outward Bound). That process is the kind of learning which John Dewey wrote of many years ago: experiential (Dewey, 1938).

Paulo Friere is an educational theorist who addresses the process of education and individual development. In his book, Education for Critical Consciousness (1973), he writes that education must be a humanizing process, a "practice of freedom" (p.97). Additional credence should therefore be afforded to increasing the experiential opportunities of learning, such as Sanford and Friere suggest.

What is lacking in this process is a means to accelerate a student's maturation through meaningful experience. It has been difficult to find adequate tasks or programs that provide a challenge sufficient enough to bring about growth in short periods of time.

One such experiential opportunity is found in the wilderness experience. In recent years, an increasing number of educators have utilized the wilderness setting to provide students and staff with experientially-based developmental programs. Activities such as backpacking, rock climbing, rappelling and whitewater rafting serve as the teaching medium. These activities, when developed and programmed properly, can serve an integral role in the development of an individual and, similarily, of a group of individuals.

FROM THEORY TO PRACTICE

Man has been interacting with and learning from nature since the beginning of time. Unfortunately, there is a dearth of information published on the definite influences that the wilderness experience has on a person's

development. It is therefore imperative that one have an understanding of human development before educational relevance can be given to wilderness experiences. One such developmental theory has been founded through Nevitt Sanford's study of personality/development (Sanford, 1980). Integrating Sanford's Theory of Challenge/Response with a case example teaches much in regard to the potential impact that the wilderness experience has on a person's growth, both individually and in a group.

Theoretical Analysis

What makes a person change? According to Sanford, the way that a person changes can be attributed to two factors: challenge and self-insight. For a person to experience growth, there must be a change in behavior. This change in behavior depends upon an appropriate challenge, sufficient to upset the quilibrium, but yet not so monumental that a person cannot function within the challenge (Sanford, 1980). In other words, Sanford, in his book Where Colleges Fail, summarizes his theory by asserting that "people develop when stress is great enough to challenge their prior modes of adaption, but not so great as to induce defensive reactions" (1967, p. 52). (For a chart defining Sanford's theory refer to Appendix A.) He goes on to say that challenges abound in childhood and through adolescence, but then often decline such that adults usually need a change in situation in order to continue to develop. The kind of major changes indicated here seem to require that an individual move to a completely different and even foreign situation.

Sanford contends that it is the job of the educator to keep challenging the students' basic modes of behavior in the interest of growth. He goes on to say that unless students are presented with sufficient challenges, they will behave as they have in the past: with simple maintenance and adaption. It is only when old patterns of behavior are insufficient to reduce tension does change occur. It is therefore important to make sure that the right kind of challenge is offered.

The question then is how much and what types of stress does the college student need? Sanford states that if we challenge the student, therefore upsetting his equilibrium, we must make sure that the strain is not so

great as to cause the student to retreat. In the past, we have often thought that all we need to do is alleviate all sources of tension from the person's existence and everything will then be fine. In this situation where the environment of the individual has not offered enough in the way of challenge, the student has little need to extend himself. It is not that growth and development have been made to be difficult or, better yet, impossible, but as Sanford states "it is that crucial stimulation has yet to appear" (1967, p.52).

Kurt Hahn, the founder of Outward Bound, said that "it is wrong to coerce people into opinions, but it is our duty to impel them into experience" (Outward Bound). Unfortunately, much of our educational enterprise still resists the concept of learning through experience and rejects whatever is not found in the realm of academia. Almost none of our formal education deals with our fears and emotions, our feelings of self-worth, our motivation or our relations with other people. From Sanford's theory we learned that it is important to deliberately change the situation in which the student has grown accustomed. Following this line of reasoning, a program was developed which challenged participants with the opportunity for self-testing and self-assessment. The program provided strong enough stress to produce growth in situations which focus on both the individual and on strong elements of group cooperation.

Case Example

Institutions such as the University of Colorado, Davidson College, Duke University, Wheaton College, Yale University, the University of North Carolina and Stetson University have integrated wilderness learning into their educational processes. These programs, along with such national outdoor programs as Outward Bound and the National Outdoor Leadership School, vary to some degree in organization and style, but are amazingly similar in purpose. A review of the literature reveals that the primary purposes of most outdoor programs are to help participants to develop as individuals, to grow as a group, and to learn particular wilderness skills.

Stetson University's Department of Residential Life's upper level staff (14 persons) participates in a unique staff training program each year prior to the official on-campus staff workshops (refer to Appendix B). Each fall, this group integrates the traditional classroom setting and its didactic workshops, with the wilderness setting and its remoteness and challenges. The program, entitled "The Staff Wilderness Adventure Trip," takes place in the north Georgia mountains and on South Carolina's Chattooga River. Basically the adventure trip is designed to give participants the opportunity to enhance themselves through a series of challenging individual and group experiences. The development of self-confidence, interpersonal skills and effectiveness, sensitivity for others, leadership skills, and group interaction processes are all impact variables that participants experience. Through the program each person is aided in functioning more effectively as a self-directed individual.

The Wilderness Adventure Trip's instructional approach utilizes the forest as its classroom, and backwoods camping, rock climbing, backpacking, and whitewater rafting as the curriculum (refer to Appendix C). Why the wilderness setting and "high impact" activities? The setting is the outdoors because nature is an excellent and inspirational teacher: excellent because she is impartial and highly consistent in dispensing immediate and appropriate rewards or rebukes for any action or inaction; inspirational because of her beauty and simplicity. The innovative setting and method of experience encourage thoughts and behavior which foster growth. Moreover, the wilderness is foreign to most participants, remote, and free of everyday distractions. Hence, the challenges afforded by the wilderness experience tend to accelerate the learning process.

"High impact" activities are chosen because they are experientially based. Most participants begin the activities equally inexperienced. This, in and of itself, is an asset in that students must recognize and deal with their varying strengths and weaknesses as well as draw from and give to the support of the group. Moreover, adventure is important because it provides an emotional setting within which it becomes inevitable that

participants will experience personal insight. This is accomplished through each member of the group being confronted with a variety of activities that are demanding and stressful. Each activity is within the participant's physical ability, the completion of the activity, however, depends upon the person's ability to unleash limitations imposed by the mind. The result is that participants who have, for the most part, never before experienced fear are involved in an adventure in which they feel the adrenalin flowing and discover that their senses are unusually alert. The benefit is that, in the maturing process, a person needs to learn to be familiar with the anxiety that precedes any new venture, cope with the uncertainty of that venture, and dare to enter fully into the challenges it offers. (Outward Bound)

Acceptable risk is a part of any "high impact" outdoor activity. It is imperative that participants are trained in the basics of wilderness skills. The program is developed to systematically give participants more and more responsibility and the instructor plays a very significant role in pacing the group. In some activities, the instructor will withdraw completely, allowing the group to work their way through complex problems such as route-finding, rope work, and meal preparation. During more technical activities such as rock climbing, rappelling, or negotiating major rapids, the instructor will move in and exercise more direct control. Although firm direction is given to each participant to follow, the risk is still real - controlled but real. These thoughts on safety and risk are adequately summarized on the opening page of the North Carolina Outward Bound School Safety Policy, which regulates all of their program activities:

> In Outward Bound it may be said that students are encouraged to take part in activities in which the risk of an accident may be greater than in their normal way of life. In consequence, there rests on those in charge of the training a special responsibility to ensure that adequate and continuous precautions are taken to prevent accidents. This responsibility, however, goes further than a merely negative approach based on restricting activities within safe limits. The principle is not to avoid activities involving danger but to prepare participants by technical training and physical fitness to deal with the risk competently. The aim is to teach that the more adventurous and undertaking, the more care and prudence are needed to succeed. (Outward Bound)

During Stetson's five-day, staff adventure trip, the participants are divided into groups representing their natural work sections in the residence halls. The Associate Dean of Student Affairs, who has had extensive experience in developing and leading outdoor programs, serves as the content and process specialist. The planned activities are designed to involve each participant socially, psychologically, physically, mentally, and spiritually. (Refer to Appendix D for a more complete explanation of the program's objectives.) The activities, as mentioned previously, are incremental, that is they are organized around the learner's growing capabilities so that the participant is not overwhelmed by the experience. Upon encountering and mastering each challenge, the individual discovers an ability to manage his lifestyle in a more responsible and resourceful way. The participants feel better about themselves and are more inclined to undertake other difficult challenges in life. Lastly, participants see themselves as contributing members of a group, which has a very positive carry over into other areas of life as they return to their residence hall functions.

One of the major characteristics of the wilderness adventure program is the way in which a diverse group of individuals are molded by shared experiences into a cohesive unit. Many life situations necessitate that individuals are unfamiliar with one another and are, in fact, quite heterogenous. Consequently, an understanding of our differences is needed that enables participants to identify the skills and resources which will organize the group's efforts to accomplish a task. The involvement in physical activities as well as participation in outdoor-living functions (i.e., back-country camping, shelter building, meal planning and preparation, etc.) afford group members an opportunity to experience many different kinds of group dynamics. As a result, a high degree of intimacy and an unavoidable interdependency are realized. The quality and degree of these experiences are due in part to the personal style and ability of the program leader. The leader can facilitate this effort, by intentionally spending time interpreting and processing certain behaviors and reactions that arise from the wide range of activities. A broad array of human emotions such as fear, happiness, anger, love, fatigue, pain and trust are experienced during the program. For both the individual and the group to advance, time must be spent allowing participants appropriate opportunities to express their

observations, reactions, and concerns about their experiences. This is accomplished through the use of group process sessions, group exercises, readings and meditations.

The "high impact" activities of the program as well as the day-to-day outdoor living activities certainly afford the participants a hands-on opportunity to learn technical wilderness skills. However, the skills themselves are secondary. They are not an end, but rather they are a means to an end. Much more important than making each student an accomplished rock climber or rafter is the opportunity that each participant has to learn about himself and others.

DISCUSSION AND CONCLUSIONS

The outcome of the program has been measured by leader observations and by written evaluations. For the last five years, at the conclusion of the Staff Wilderness Adventure Program, a self-report inventory was administered to each participant (refer to Appendix E). Out of the sixty participants, only two indicated that the overall experience was unpleasant or generated within them negative reactions. The overwhelming majority responded that they grew as individuals and had an overall positive experience. Each person's experience was unique. For some, the experience was extremely powerful, whereas others were more mildly affected. But the point is, whether negatively or positively, whether deeply or mildly, each participant was touched and affected in a new and powerful way.

Each student grew according to his willingness to learn. Sanford, et. al, in Search for Relevance (1969), indicates that a person must be in a "state of readiness" in order to grow. In other words, a person must be open to new situations and be willing to adapt to them through a change in behavior. Hence, the difference in experiences depends on each person's varying degree of readiness and in the timing of the challenge (Sanford, 1969).

A successful educational enterprise must, whenever possible, interface traditional educational practices with experiential learning opportunities. This is most definitely true in the area of lifestyle learning. For students

to grow in this area, they must be challenged. For the most part, in the Staff Wilderness Adventure Trip students displayed a willingness to risk and therefore experienced the tenets of the Challenge/Response Theory. The growth experienced in such a short span of time can be attributed to the following factors:

- challenges produce opportunities for rapid individual development
- common goals and shared experiences build group cohesion quickly
- contact with wilderness activities increases lifetime recreational options

Participants will carry down the mountain and back into the valley lessons learned during the wilderness adventure program. These lessons can be transferred to situations encountered on a daily basis in life.

APPENDIX A

THEORY OF CHALLENGE/RESPONSE*

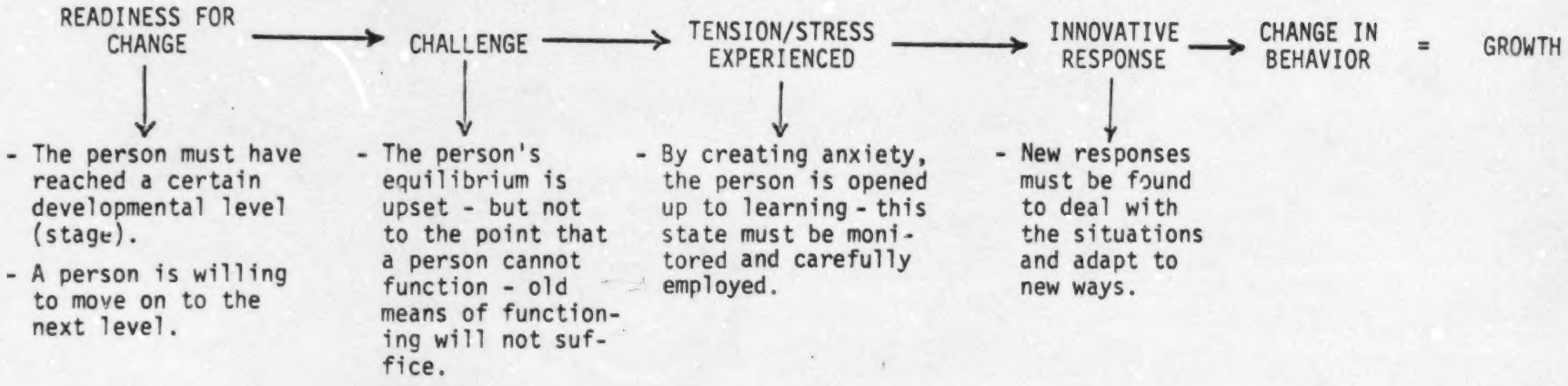
READINESS FOR CHANGE
CHALLENGE
TENSION/STRESS EXPERIENCED
INNOVATIVE RESPONSE
CHANGE IN BEHAVIOR
=
GROWTH
- The person must have reached a certain developmental level (stage).
- A person is willing to move on to the next level.
- The person's equilibrium is upset - but not to the point that a person cannot function - old means of functioning will not suffice.
- By creating anxiety, the person is opened up to learning - this state must be monitored and carefully employed.
- New responses must be found to deal with the situations and adapt to new ways.

*Chart based on Nevitt Sanford's theory

APPENDIX B

FALL 1982
STAFF "WILDERNESS ADVENTURE" TRIP

SYNOPSIS OF ACTIVITY SCHEDULE*

I. SUNDAY, August 22	
8:00 a.m. - 2:00 p.m.	Return to campus from summer break
2:00 p.m.	Meet at the Office of Student Affairs
2:30 p.m. - 5:00 p.m.	Issuing of equipment Seminar on equipment usage Pack the van
5:00 p.m. - 7:00 p.m.	Classroom training (overview of trip) Individual and group expectations Goal setting Group Exercise
7:00 p.m. - 8:00 p.m.	Dinner on campus and socializing
8:00 p.m.	Depart for north Georgia mountains
II. MONDAY, August 23	
7:00 a.m.	Arrive in north Georgia mountains Breakfast in Old Country Restaurant
8:15 a.m.	Inspirational time
8:30 a.m. - 9:00 a.m.	Brief seminar on backpacking
9:00 a.m. - 5:45 p.m.	Backpack the Appalachian Trail
6:00 p.m.	Make camp, prepare dinner
8:30 p.m.	Reflections of 1st day
III. TUESDAY, August 24	
7:30 a.m.	Breakfast, break camp
8:15 a.m.	Inspirational time
8:30 a.m. - 1:00 p.m.	Complete last let of backpacking route
1:00 p.m.	Make camp and prepare for rock climbing
1:30 p.m. - 3:00 p.m.	Rock climbing clinic
3:45 p.m. - 6:45 p.m.	Climb
7:00 p.m.	Prepare dinner
9:00 p.m.	Process second day of activities

IV. WEDNESDAY, August 25

7:00 a.m.	Break camp and pack van Breakfast
8:15 a.m.	Inspirational time
8:30 a.m. - 5:00 p.m.	Climb/rappell
6:00 p.m.	Individual readings and group discussion
7:30 p.m.	Group feast
9:00 p.m.	Night "climb"
10:15 p.m.	Depart for South Carolina's Chattooga River
1:00 a.m. (8/26)	Arrive at Chattooga River Make camp

V. THURSDAY, August 26

7:00 a.m.	Break camp and pack van Breakfast
8:15 a.m.	Inspirational time
8:30 a.m. - 5:00 p.m.	Whitewater rafting the Chattooga River (Section IV)
6:00 p.m.	Depart for Florida
7:30 p.m.	Celebration at Steak House

VI. FRIDAY, August 27

8:00 a.m.	Arrival in Florida
8:15 a.m.	Unpack and clean equipment

NOTICE: Ten days later, group will meet and see slides of trip and share snapshots; evaluate trip and experiences.

*The above schedule is offered as a summary of the chronology of the trip - participants did not at any time receive copies.

APPENDIX C

ACTIVITIES IN WHICH PARTICIPANTS WERE INVOLVED

CAMPING SKILLS:

- Care and use of equipment
- Woodcrafts - shelter, fire building, respect of environment
- Meal planning and preparation
- Camp sanitation

BACKPACKING:

- Equipment usage and care
- Expedition planning
- Map reading

MOUNTAINEERING:

- Equipment usage and care
- Knots and rope practice
- Bouldering
- Rock-climbing
- Rappelling
- Night hike and climb

WHITEWATER RAFTING:

- Water safety skills
- Rafting techniques
- Equipment usage

OTHER:

- Initiative exercises
- Personal and environmental safety
- Basic first aid and personal hygiene
- Group readings
- Service project

APPENDIX D

The planned activities of the Staff Wilderness Adventure Trip were designed to involve each participant in the following ways.

I. GENERAL OBJECTIVE

To provide an opportunity for self-evaluation of values and ability, to encourage consideration of new values and confirmation of proven values, and to increase one's capacity to function more effectively as a self-directed individual.

II. SPECIFIC OBJECTIVES

1. Psychological - To develop an increased awareness of one's weaknesses and strengths with an increased understanding of how to overcome weaknesses and build upon strengths.

2. Mental - To increase one's capacity to use initiative, think creatively and utilize available resources in making rational decisions and applying them even under pressure of time and circumstances.

3. Social - To develop an increased awareness of the group with a greater understanding of the value of group cooperation and individual responsibility for group performance.

4. Spiritual - To develop an increased awareness of the spiritual dimension of life with increased ability to draw upon the spiritual resources available and to integrate them into the total life.

5. Physical - To increase the physical fitness of the student focusing mainly on the circulo-respiratory system of the body. Good health habits and a positive attitude towards continued fitness.

APPENDIX E

EVALUATIONS FROM RESIDENTIAL LIFE STAFF MEMBERS WHO PARTICIPATED IN THE STAFF WILDERNESS ADVENTURE PROGRAM

Q. EVALUATE YOUR CURRENT FEELINGS/PERCEPTIONS/EXPERIENCES AS THEY PERTAIN TO THE STAFF ADVENTURE TRIP (GOOD - BAD - INDIFFERENT).

A. GREAT!! I FEEL MORE CONFIDENT IN MYSELF. AT PRESENT, I FEEL MUCH MORE APT TO TRY NEW THINGS WITHOUT BEING PESSIMISTIC AT THE ONSET. I PERCEIVE MYSELF BEING MORE ACUTELY AWARE OF WATER - A VERY SIMPLE THING AND YET LIFE SUSTAINING. ALSO, I FIND MYSELF THINKING OFTEN OF HOW SUCH A TRIP WOULD BENEFIT MANY TEENAGERS WHOM I KNOW WHO ARE ORPHANS AND/OR DELINQUENTS.

Q. WHAT WAS THE MOST VALUABLE EXPERIENCE FOR YOU ON THE TRIP?

A. THE MOST VALUABLE EXPERIENCE FOR ME WAS DECIDING NOT TO MAK THE TUESDAY MORNING CLIMB. IT WAS IMPORTANT TO ME TO BE ABLE TO EXPRESS MY INDIVIDUALITY IN THE FACE OF PEER PRESSURE AND MY OWN FEARS, AND TO BE RESPECTED FOR "DOING MY OWN THING."

Q. DO YOU FEEL YOU GREW AS AN INDIVIDUAL? IF SO, IN WHAT WAY AND WHY? BE SPECIFIC.

A. WHEN I WAS CLIMBING THE FACE, I WASN'T THINKING ABOUT THE PEOPLE BELOW ME OR THE PERSON BELAYING ME (I DON'T EVEN REMEMBER YELLING COMMANDS). IT WAS ME ON THAT FACE. SOMETHING SO FUNDAMENTAL AND REAL SURFACED THAT, NOT ONLY DID I KNOW I COULD MAKE IT - I WANTED TO - I ENJOYED IT, AND I WANTED MORE. THE EXHILERATION I FELT WHEN I REACHED THE TOP WAS ALMOST ANTI-CLIMATICAL TO THE EMOTIONS STIRRED WHILE CLIMBING. I'VE NEVER HAD REALLY PHYSICAL CHALLENGES BEFORE AND THE FEELING THAT I CAN DO IT, AND THAT IF I CAN' DO IT, I SURE AM GOING TO AT LEAST TRY, WERE SO REAL AND SO IMPORTANT TO ME THAT I HOPE THEY WILL STAY WITH ME FOREVER. EVEN THE FEELINGS OF SHEER FRIGHT WERE REAL. THE MANY EXTREMES OF EMOTIONS FELT IN SO SHORT A TIME DEEPLY AFFECTED ME.

Q. DO YOU FEEL YOU KNOW YOUR COLLEAGUES BETTER BECAUSE OF THE TRIP? IF SO, WHY/HOW?

A. I KNOW MY COLLEAGUES MUCH BETTER AS A RESULT OF THE TRIP. IT WOULD BE RATHER DIFFICULT TO LIVE SO INTIMATELY WITH 12 OTHER PEOPLE FOR FOUR DAYS WITHOUT KNOWING MORE ABOUT THEM. NAMELY - FEELINGS, REACTIONS UNDER STRESS, FEAR, EXHILERATION, CONSIDERATION FOR OTHERS' FEELINGS, NEEDS AND WANTS, AND PROFICIENCY OF COMMUNICATING WITH OTHERS WITHOUT OFFENDING THEM.

Q. IN WHAT WAYS WILL YOU BE ABLE TO RELATE YOUR EXPERIENCES ON THE STAFF ADVENTURE TRIP TO YOUR WORK IN THE RESIDENCE HALLS?

A. THIS TRIP WAS KIND OF A PARAPHRASE OF COLLEGE LIFE. WE WERE ALL THROWN IN TO LIVE WITH A GROUP OF STRANGERS. OUR PLACE IN THE SOCIAL STRUCTURE NEEDED TO BE RE-ESTABLISHED. I FELT LIKE A FRESHMAN ON THE FIRST DAY OF SCHOOL DURING THE BEGINNING OF THE TRIP. I WAS NERVOUS, SCARED, APPREHENSIVE, EXCITED, AND WORRIED ABOUT WHAT OTHERS WOULD THINK OF ME. THE CIRCUMSTANCES OF LIVING WERE NOT EASY - HAVING TO GET ALONG AND WORK WITH OTHER PEOPLE. THE WHOLE CAMPING ORDEAL WAS STRANGE AND UNEXPECTED. I CAN SEE HOW SIMILAR DORM-LIFE, ON A DIFFERENT SCALE, CAN APPEAR TO A NEW STUDENT. THE CHALLENGES AND FEARS WE ALL HAD, I.E. ROCKCLIMBING, BACKING OFF A ROCK, ETC., ARE LIKE THE CHALLENGES OF TESTS AND SOCIAL ACCEPTANCE. EVERYONE FEELS DIFFERENTLY AND REACTS DIFFERENTLY. GRADUALLY, THROUGH ALL THESE SHARED THOUGH SEPARATE EXPERIENCES, THE PEOPLE BECAME A GROUP OF INDIVIDUALS. THIS IS WHAT THE RESIDENCE HALLS SHOULD BE STRIVING FOR - TO DEVELOP THE INDIVIDUAL WITHIN THE GROUP AND THE GROUP AROUND THE INDIVIDUAL.

Q. WHAT CHANGES WOULD YOU RECOMMEND IF YOU WERE PLANNING A SIMILAR TRIP FOR NEXT YEAR?

A. MAYBE TAKE A LITTLE SHOWER ONCE IN A WHILE; DRAMAMINE; CUT OUT A DAY OF CLIMBING AND ADD ONE MORE DAY OF BACKPACKING; A BIG MAC.

Q. HAS YOUR ATTITUDE AND SKILL LEVEL WITH REFERENCE TO THE OUTDOOR WILDERNESS EXPERIENCE CHANGED? IF SO, HOW?

A. IN MY PAST TWO YEARS AT COLLEGE, I'VE TRIED TO BECOME MORE APPRECIATIVE OF THE BEAUTY OF NATURE THAT SURROUNDS ME. A LOT OF TIMES, IT BECAME DIFFICULT BECAUSE I SEEM TO INVOLVE MYSELF IN MY WORK TO THE EXTENT THAT I FORGET TO "LIVE EACH DAY FULLY" AND ENJOY THAT WHICH SURROUNDS ME. THIS TRIP HELPED TO REVIVE MY TRUE FEELINGS ABOUT LIFE, AND THE IMPORTANCE OF APPRECIATING SIMPLE LIVING. IT IS MY WAY OF LIFE, INDEED...DEVOID OF ALL THE MATERIALISM THAT EXISTS IN THE WORLD TODAY, AND THAT WHICH TAKES AWAY FROM LIVING WITHIN THE BASIC ESSENTIALS OF LIFE.

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